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Accountability and Curriculum Reform Effort
in Response to *A Framework For Change*

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

Common Core State Standards and NC Essential Standards

Western Carolina University

November 16, 2011

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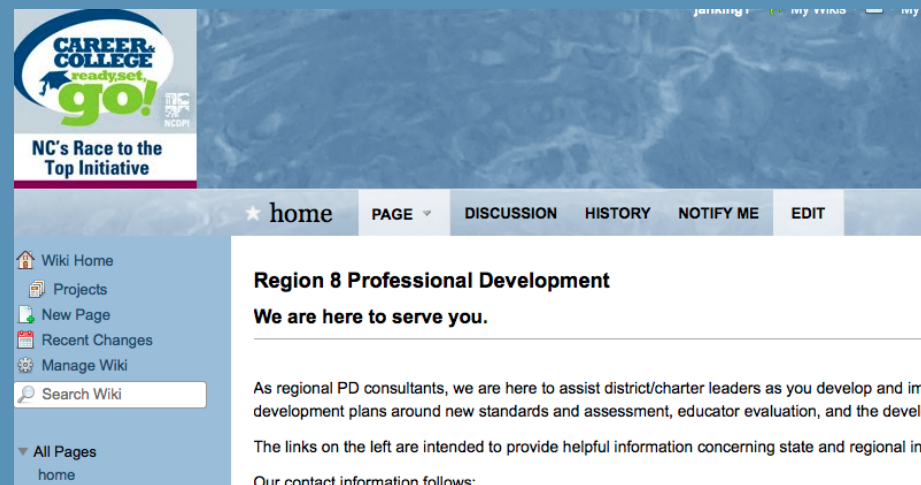


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Access to training materials:



<http://region8wnc.wikispaces.com>



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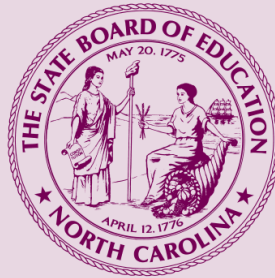
REPORT FROM THE
BLUE RIBBON COMMISSION ON
TESTING AND ACCOUNTABILITY

TO THE
NORTH CAROLINA
STATE BOARD OF EDUCATION

January 2008

NORTH CAROLINA STATE BOARD OF EDUCATION

FRAMEWORK FOR CHANGE: The Next Generation of Assessments and Accountability



June 5, 2008

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Response to
The Framework For Change:
The Next Generation of School Standards,
Assessments and Accountability
October 2008

Public Services



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North Carolina's Educational Pipeline



In North Carolina, out of every 100
9th grade students...



...70 students graduate four years
later



...41 students enter college



...19 students graduate with an Associate's degree
within three years or with a Bachelor's degree within
six years

Source: www.achieve.org > node/893 > Pipeline data tab



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State Board of Education Mission



“Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.”

-Adopted August 2006

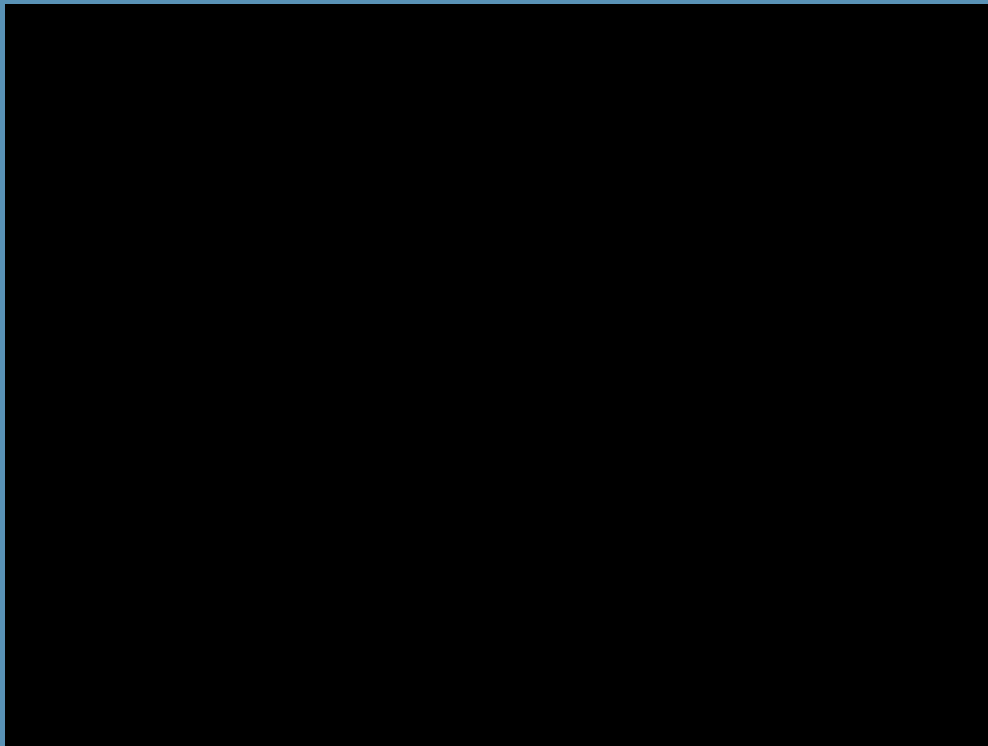


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North Carolina's Race to the Top





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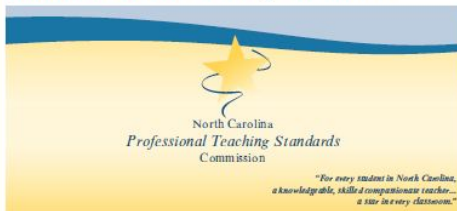
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North Carolina Professional Teaching Standards

These standards serve as the basis for teacher preparation, teacher evaluation, and professional development.

North Carolina Professional Teaching Standards



Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2005

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 14 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs, a new teacher evaluation instrument is being created, and professional development is taking on new look based on these Standards. Each of them will include the skills and knowledge needed for the 21st Century teaching and learning. This document is provided in this format so that it may be kept in a place book to guide instruction as we move forward in the 21st Century.



A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and consensus, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classrooms and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they align with their districts, discover solutions. They teach existing content that is relevant to include skills like critical thinking, problem solving, and information and communication technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction, encouraging all students to use 21st Century skills as they discover how to learn, how to solve problems, and communicate their ideas.
- The 21st Century student (global awareness, civic literacy, financial literacy and health awareness) is included in the core curriculum.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and contextual and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.



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North Carolina Professional Teaching Standards

STANDARD I: Teachers demonstrate leadership.

STANDARD II: Teachers establish a respectful environment for a diverse population of students.

STANDARD III: Teachers know the content they teach.

STANDARD IV: Teacher facilitate learning for their students.

STANDARD V: Teachers reflect on their practice.

STANDARD VI: Teachers facilitate academic growth.



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Standards for School Executives



- Strategic leadership
- Instructional leadership
- Cultural leadership
- Human resource leadership
- Managerial leadership
- External development
- Micro political leadership



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ACRE – NC's Accountability and Curriculum Reform Effort

North Carolina's comprehensive initiative redefines the Standard Course of Study for K-12 students, the student assessment program **and** the school accountability model. Our education leaders are the first in the nation to address learning standards, student assessments and school accountability **simultaneously**.





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NC Call for Change



2008-2009
ACRE Phase I

2009-2010
ACRE Phase II
& Common
Core

2010 Race to
the Top (RttT)

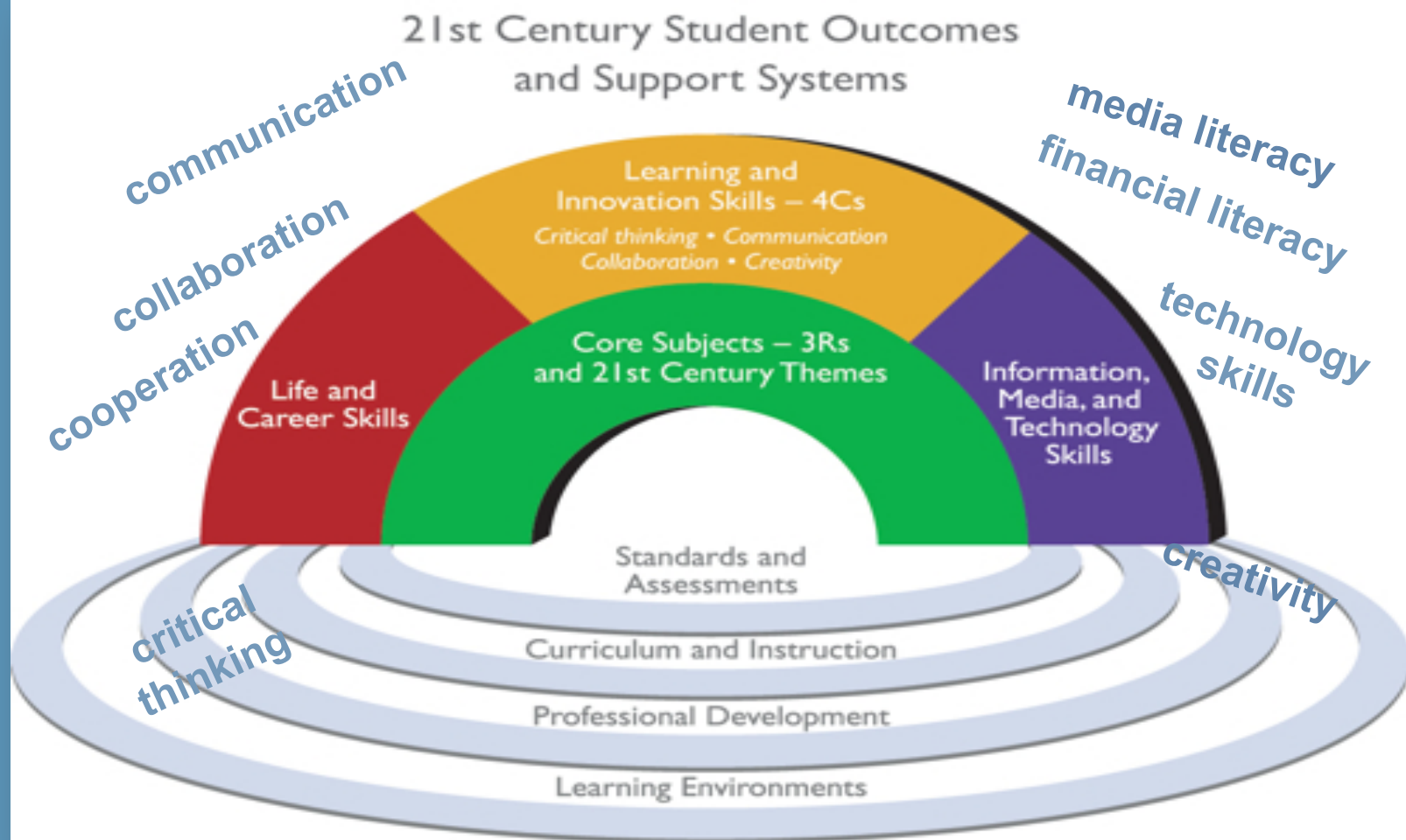
2011: RttT
Career &
College: Ready,
Set Go!



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NC Standard Course of Study

Common Core State Standards

(Adopted by 48 states and the District of Columbia)

- **English Language Arts**
- **Mathematics**

NC Essential Standards

- **Science**
- **Social Studies**
- **World Languages**
- **Arts Education**
- **Healthful Living**
- **Career & Tech Ed**
- **Exceptional Children**
- **English as Second Language**
- **English Language Development (approved 2008)**
- **Information & Technology**

*English Language Development and Information & Technology Essential Standards *must* be delivered by classroom teachers through *ALL* content areas, in appropriate grade levels– in collaboration with AIG, EC, ESL, media coordinators and tech facilitators.

Our Level of Depth for this Topic is:

Water Skiing



Deep Diving





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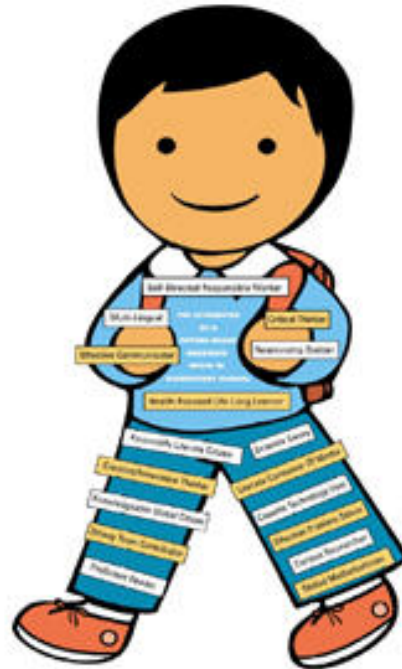
Common Core Standards

- Reflect the most rigorous, most effective, national and international models
- Provide appropriate benchmarks for all students, regardless of where they live



Common Core *Big Picture*

- Aligned with **college** and **work expectations**
- **Focused** and **coherent**
- Includes **rigorous content** and **application of knowledge** through **higher-order skills**
- **Internationally benchmarked** – prepares students for **global economy & society**
- Based on **evidence** and **research**



Rationale for Implementation



- **Equity/Student Mobility**
Expectations the same regardless of where students live or where they go
- **College/Career Readiness**
Students need to be *more than* proficient
- **Comparability** State results will be comparable through common assessments

Rationale for Implementation

- **Shared Resources** Ability to share and team across district and state lines
- **Economies of Scale** Possible savings due to sharing of resources and assessments





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Common Core Math

Problem Solving

- Understand
- Persevere

Reasoning

- Abstractly
- Quantitatively
- Look for and express regularity in repeated reasoning

Attend to Precision

&

Use Tools Correctly

Construct viable arguments and critique the reasoning of others

When coaching teachers, ask

**“What task can you give that
will build student
understanding?”**

rather than

**“How can you explain clearly
so they will understand?”**

adapted from Grayson Wheatley, NCCTM, 2002

Talking with Teachers

Student Inquiry

Perseverance

Constructing,
Defending, and
Challenging
Arguments

Modeling

Abstract and
Quantitative
Reasoning



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Common Core - ELA

Independence

Understand other
perspectives & cultures

Audience, task, purpose,
and discipline

Use technology
strategically

Comprehend & critique

Value evidence

Design



There are four strands:

- **Reading
+ Reading Foundational Skills K-5**
- **Writing**
- **Speaking and Listening**
- **Language**

The ELA Common Core supports an integrated model of literacy.

There are media requirements blended throughout.

College and Career Readiness (CCR) Anchor Standards

Have broad expectations consistent across grades and content areas.

Are based on evidence about college and workforce training expectations.

Expect instruction to cover a broad range of increasingly challenging texts.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

K-12 Grade Specific Standards

Are grade-specific end-of-year expectations.

Are developmentally appropriate. There is a cumulative progression of skills and understandings.

Have a one-to-one correspondence with CCR Anchor Standards.

COMMON CORE STATE STANDARDS for ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:		Grade 1 students:		Grade 2 students:	
Key Ideas and Details					
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.	1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.	With prompting and support, retell familiar stories, including key details.	2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3.	With prompting and support, identify characters, settings, and major events in a story.	3.	Describe characters, settings, and major events in a story, using key details.	3.	Describe how characters in a story respond to major events and challenges.
Craft and Structure					
4.	Ask and answer questions about unknown words in a text.	4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5.	Recognize common types of texts (e.g., storybooks, poems).	5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6.	Identify who is telling the story at various points in a text.	6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas					
7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7.	Use illustrations and details in a story to describe its characters, setting, or events.	7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9.	Compare and contrast the adventures and experiences of characters in stories.	9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity					
10.	Actively engage in group reading activities with purpose and understanding.	10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Intentional Design Limitations

The Standards do NOT define:

- How teachers should teach.
- All that can or should be taught.
- The nature of advanced work beyond the core.
- The interventions needed for students well below grade level.
- The full range of support for English Language Learners and students with special needs.
- Everything needed to be college and career ready.



High School Literature

The scope and sequence of literature allows for a literary experience that carries not only a global perspective but an opportunity to view U.S. literature and literary nonfiction within a global lens.

The literature selections **provide a vehicle** by which to teach the CCSS standards and ensure that students will have a rich and diverse understanding of literature by the end of their senior year.



Focus on Text Complexity

ELA CC State Standards:

- **focus on short texts worthy of rereading which places a high priority on the close, sustained reading of complex text.**
- are emphatic about students reading text of an adequate range and complexity.
- focus intently on students reading closely to **draw evidence** from the text itself.
- require students to read increasingly complex texts with increasing independence as they progress towards career and college readiness.



Writing



Standards 1-3 address text types and purposes:

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives



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Dispositions, Attitudes, Non-Academic Skills

Become critical
consumers of media

Develop
academic self-
awareness

Consider others'
perspectives

Become lifelong
learners

Collaborate
successfully



 **NCFALCON**



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Some New Basics for Elementary

More emphasis on informational texts

Strong foundation in numbers and operations

Algebraic thinking in depth by 6th grade

Physical science concepts in early grades

Social studies build on broad essential concepts

Emphasis on critical consumption of media



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Some New Basics for Secondary

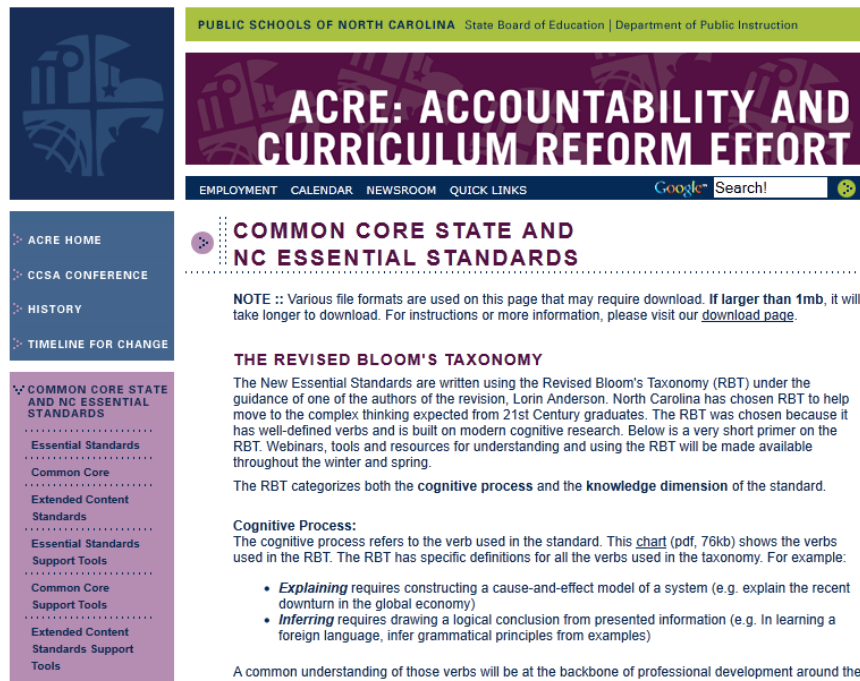
Four social studies courses in high school

Literacy development standards across the 6-12 curriculum

A class for which Algebra II is a prerequisite

World languages based on proficiency, not grade level or grade span

ACRE Website



- Standards
- Crosswalks
- Unpacking Documents
- Updates
- Instructional Support Tools
- RBT
- Extended Content Standards and Support Materials

<http://www.ncpublicschools.org/acre/standards/>

The Hunt Institute



<http://www.youtube.com/watch?v=9IGD9oLofks>



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North Carolina Essential Standards

An Overview

Critical Competencies Addressed

21st Century Competence

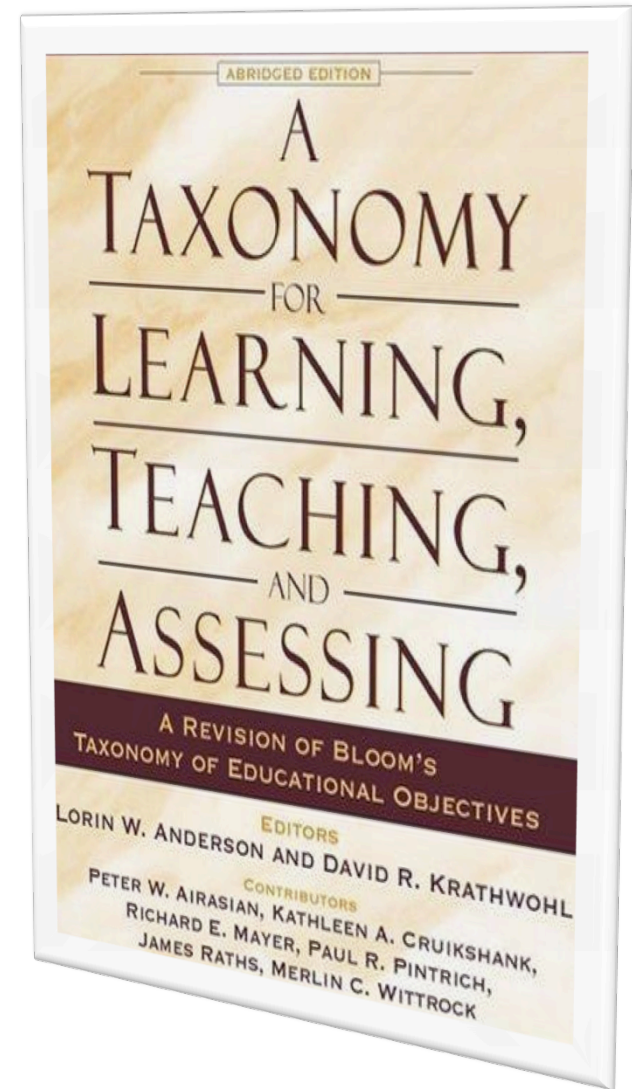
- Financially literate
- Globally aware
- Environmentally literate
- Critical consumers of media
- Precise communicators

Problem-Solving Competence

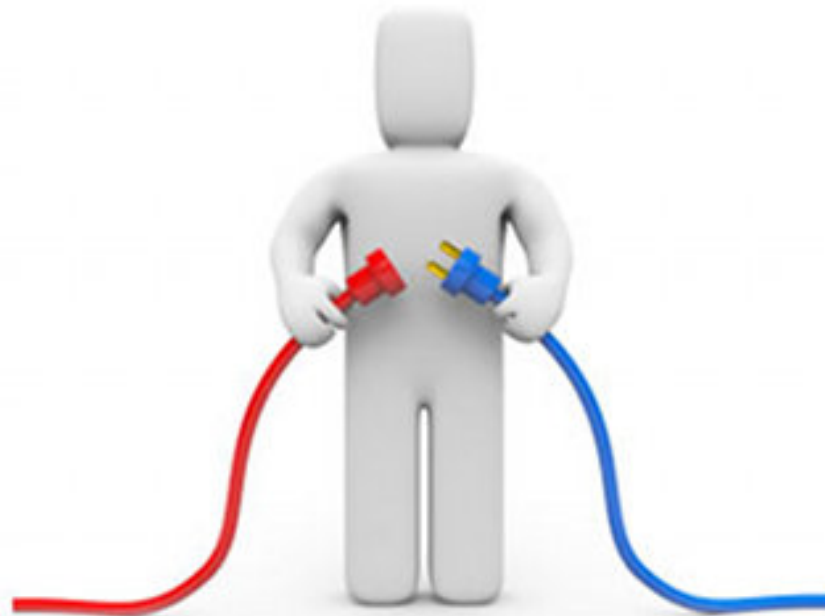
- Novel, real-world problem solvers
- Ability to analyze and synthesize information in order to create meaning
- Ability to understand the interconnectedness of systems and content

Use of Revised Bloom's Taxonomy

- Provides the cognitive framework used for all of the North Carolina Essential Standards
- Provides common language for all curriculum areas
- Use of one verb



“In order to positively impact student achievement, the Common Core State and NC Essential Standards must be not just *adopted* but *implemented*.”



SMARTER Balanced Assessment Consortium



The **SMARTER Balanced Assessment Consortium** is a state-led consortium working to develop next-generation assessments that are aligned to the [Common Core State Standards](#) and that accurately measure student progress toward college and career readiness.

The work of the Consortium is guided by the belief that a high-quality assessment system can provide resources and tools for teachers and schools to improve instruction and help students succeed. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven process.

More information on the SMARTER Balanced Assessment Consortium can be found below:

- [One-page Overview](#)
- [Computer Adaptive Testing Fact Sheet](#)
- [Consortium Membership](#)
- [Materials and Resources](#)
- [Frequently Asked Questions](#)



[Click to view states](#)

www.smarterbalanced.org

SMARTER Balanced News

September 16, 2011 -

[SMARTER Balanced Releases Summative Assessment Work Plan and Procurement Schedule](#)

August 29, 2011 -

[SMARTER Balanced Releases Draft Math Content Specifications](#)

[Updated Timeline for Content Specifications \(ELA and Math\)](#)

August 16, 2011 -

[Vermont's Hock Joins SMARTER Balanced Executive Committee](#)

[English Language Arts & Literacy Draft Content Specifications](#)

August 9, 2011 -

[SMARTER Balanced Releases Draft Content Specifications for English](#)



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Call to Change and Formative Assessment

An Overview of the Importance to
the Student Teaching Experience



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**In groups respond to the following and
select someone to share out:**

1. List four attributes of effective teaching.
2. Describe observable behaviors in effective classrooms.



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Formative Assessment Includes:

- Questioning and Discussions
- Learning Activities
- Feedback
- Conferences
- Interviews
- Student and Teacher Reflections
- Corrections



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Attributes of Effective Teaching

- Reflective
- Knowledge, Skills, and Dispositions
- Clear Lessons
- Task Oriented
- High Engagement
- Student Success Rate

(Hunt, Touzel, and Wiseman, 2009)





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“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.”

Council of Chief State School Officers (CCSSO)





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Modules

- I. Importance of Formative Assessment
- II. Learning Targets and Criteria for Success
- III. Collecting and Documenting Evidence
- IV. Analyzing Evidence and Descriptive Feedback
- V. Administrator's Role in Formative Assessment
- VI. Student Ownership---Coming Soon

Implementation Guide

<http://www.ncpublicschools.org/docs/accountability/educators/falconguide.pdf>

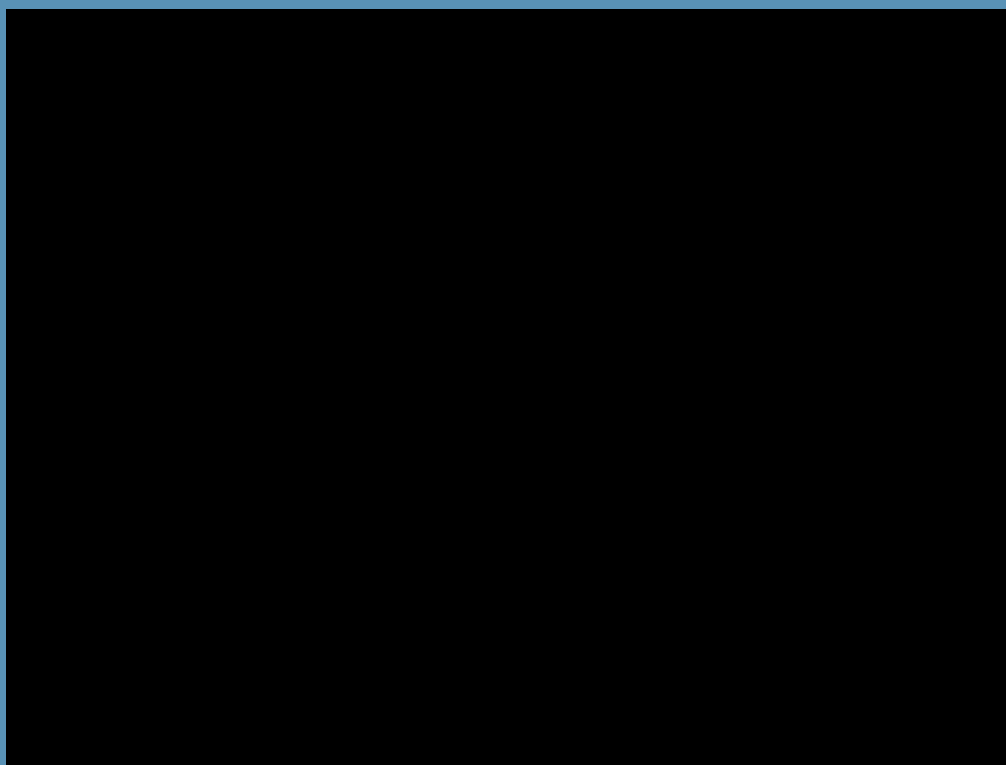




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How NC FALCON can guide experiences that help student teachers “grow” into effective teachers:

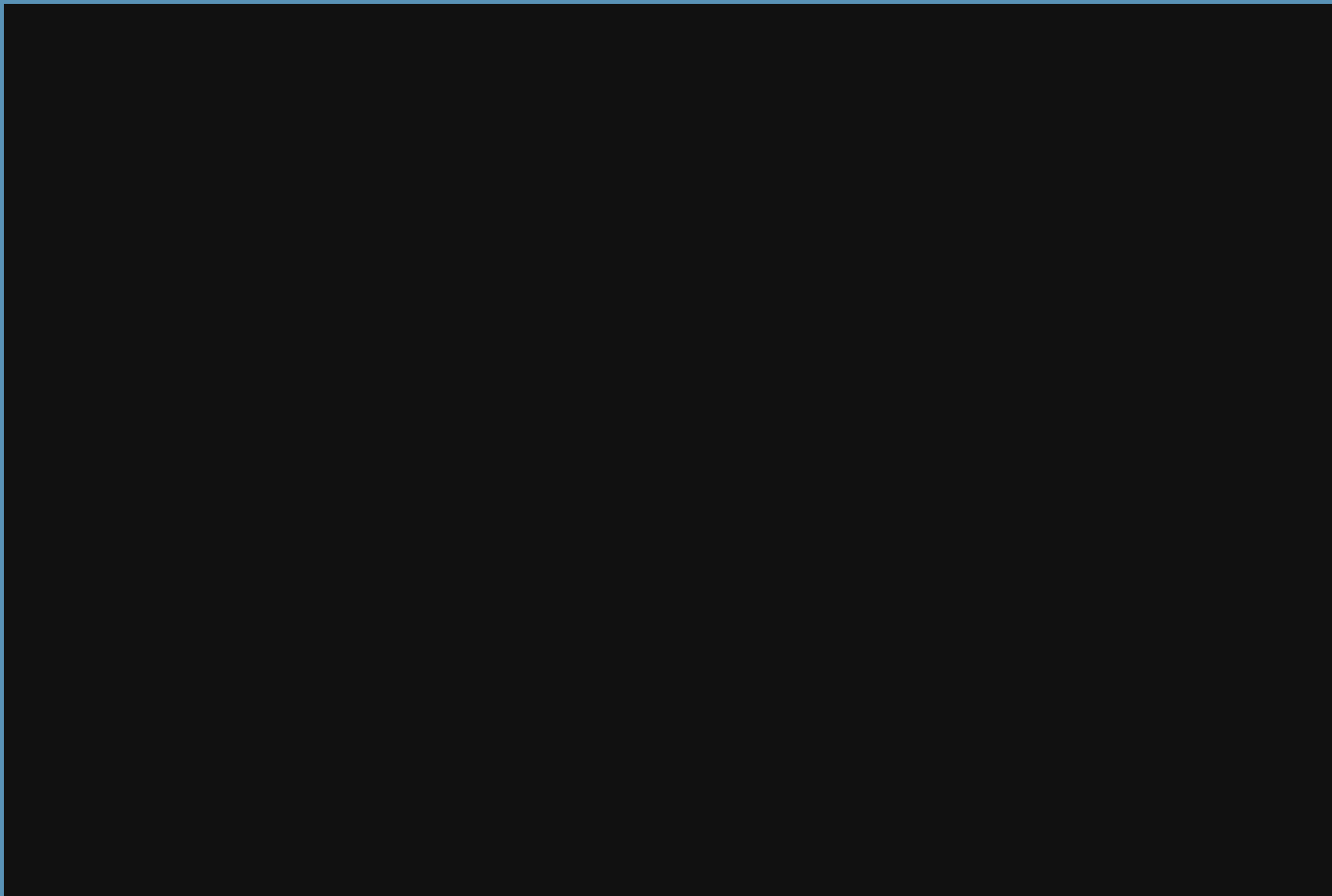
- Self-paced modules
- Support effective teaching
- North Carolina’s definition
- NC Professional Teaching Standards
- Promotes success



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References

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Questions?

